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A TEXT THAT TEACHES: REVIEW OF PRINCIPLES OF EVERYDAY BEHAVIOR ANALYSIS *BY L. KEITH MILLER*

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The early 1960s saw the introduction of two textbooks that attempted to teach the foundations of behavior analysis using principles of programming and learning that had been shown to be effective in the laboratory. The first was Holland and Skinner's *The Analysis of Behavior* (1961), which was followed by Geis, Stebbins, and Lundin's *Reflex and Operant Conditioning: The Study of Behavior* (1965). Because few authors have attempted to expand upon these early examples, most texts on behavior analysis differ little in terms of format from those in other fields. One notable exception is Keith Miller's *Principles of Everyday Behavior Analysis* (1997).

This textbook is unique for several reasons. First, the material was tested on students before publication (Miller & Weaver, 1976). Second, it goes beyond all contemporary textbooks in terms of requiring responses from students. Through its workbook construction, *Principles of Everyday Behavior Analysis* shapes responding by sequencing concepts, by reviewing them in subsequent lessons, and by requiring students to respond to dozens of questions. (The questions used have been tested and revised over the past 15 years. The author states that they now have "an error rate of less than 15%.") Third, the application of principles and techniques, along with numerous examples, is stressed throughout.

Initially published in 1975, *Principles of Everyday Behavior Analysis* is now in its third edition. It is organized into four units: one on the science of behavior analysis, a second on reinforcement, a third on stimulus control, and a fourth on aversive control. The units comprise a total of 25 lessons, four of which are reviews. Lessons are sequenced such that material from prior lessons is included in subsequent lessons. Each lesson involves four tasks or steps.

The first task for the student is to read 10 to 12 pages of material. Notes, helpful hints on discriminating concepts, and brief summaries of important studies that relate to the readings follow. Next, the student answers a series of fill-in-the-blank questions. The number of practice questions for each lesson ranges from 63 to 184. Answers are provided in the text, but question order is scrambled such that finding the answer to one question does not expose the answer to the next. Third, the student studies a series of 20 programmed examples that apply behavioral concepts to fictional situations and responds to questions about the examples. Answers (this time unscrambled) are again found in the text. Finally, the student studies a set of three quizzes (alternate forms but without answers) per lesson. Each quiz consists of 10 fill-in-the-blank questions and one short-answer question. These quizzes may be given in class or a laboratory section and are used to test mastery of the lesson. (Using a definition of mastery as missing no more than

Miller, L. K. (1997). *Principles of everyday behavior analysis* (3rd ed.). Pacific Grove, CA:Brooks/Cole.

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one item on the quiz, 13% of all quizzes given in this writer's class had to be retaken.)

Grades may be based on quiz totals, scores on the four 25-item review exams, or a combination of the two. Questions for review exams are generated from a 1,000-item pool that is provided on disk. These questions can be used to test generalization of mastery. In contrast to questions in the text, they can be given to students sight unseen.

The book is not without its faults. Some questions remain ambiguous and have higher error rates than is desirable. Typographical errors exist in the new edition. The revised section on graphs and visual analysis continues to confuse students. The author's use of "unknown" as the answer to questions about material that has not yet been introduced produces mixed results. Although this can be a useful technique to fine tune discriminations between concepts and reduce tendencies to parrot back what was just read, many students struggle over the appropriate use of the term. The number of photographs of prominent behavior analysts seems excessive. Additional cartoons, graphs, or diagrams could replace them.

These problems however, are minor. Once an instructor has seen the learning that takes place when students do more than simply read a textbook and take an occasional exam, the virtue of Miller's approach becomes strikingly apparent. *Principles of Everyday Behavior Analysis* is informative, challenging, and produces student requests for more books like it. This is indeed a textbook that teaches.

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